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DEFINITION OF EDUCATION AND IMPLEMENTATION

Inventor/discoverer : Jacob Nettikkatt (Nettikkadan)

EDUCATION AS ENVISAGED BY MR. NETTIKKADAN

- Mr. Jacob Nettikkadan envisages education on a scientific footing. To implement it, the whole existing system has to be dismantled and rebuilt on positive philosophy, starting with framing a proper definition for “education”. You might have never seen a definition of education being displayed in any school, college or University; neither in their prospectus. Without a proper definition where the purposes or objectives of education are made clear, how can the syllabus makers be guided “What to include in the syllabus” for each course ? They will include in it whatever they deem fit, without any clear goal being there in front of them. **This single mistake is enough for everything else to go wrong in the educational field.** Then, without a proper definition, how can the authors make the book contents fulfil the objectives of education ? How can the teachers teach the contents of course materials to fulfil the objectives of education ? **So, if we want to be sensible in the educational field, we have to have a proper definition for education first and then make all other activities as per that definition. There must be 100% clarity, accuracy, completeness and conviction for everybody in the field. That will guarantee 100% success and satisfaction from the educational field, especially for the people who invest money, time and efforts with hope. The net result will be a strong, sound and healthy nation in every aspect.**

DEFINITION OF EDUCATION

Mr. Jacob Nettikkadan’s definition of education is : **“Education is the process of empowering our children, the youth or others to acquire the necessary knowledge, skills and self-confidence that enable one to lead an independent life in their future (especially to look after their would be family befittingly)** apart from developing the required human behaviour, excellent human characteristics, right attitude and above all a lovable interpersonal relationship where leadership, personality development and management play a big role.” Anybody can improve this definition.

BENEFITS OF “DEFINED EDUCATION”

If we strive to fulfil the objectives laid down in the above-mentioned definition, **we can expect a syllabus that will lead and guide students into their future career with some clarity, accuracy, certainty and surety. Then, during the process of education, all the students can expect to get the required**

knowledge, necessary skills and self-confidence to accept and handle the work which they hope to undertake in their career. Top priority should be given to equip them with the ability and self-confidence to handle two or three languages with sufficient communication skill, on the philosophy “**Communication Skill is the life of education**”. Over and above these, they should be trained to possess **good human characteristics, excellent behaviour as well as lovable interpersonal relationship, besides exemplary attitude and a sense of ‘universal brotherhood’**. Above all these, they should be ensured to possess **high Mind Power, along with proper personality development** including leadership qualities and managerial traits, so that they will be **smart, energetic, enthusiastic, cooperative and filled with team-spirit**. For these, **the book “The Importance of Personality Development”** written by Mr. Jacob Nettikkadan should be introduced in the educational field, preferably by offering its vernacular translation, for better understanding. **On the whole, the educational field should bring out ‘noble and sensible human-beings’ - not merely degree-holding ‘human-shaped beings’ nor ‘human-shaped animals’**. What is glaringly lacking today in the educational field is “**sensibility or wisdom in people**”. It should be ensured that all educated people should possess this quality at any cost, because absence of this single quality will lead humanity to “**animallike**” instead of “**manhood**”.

If the above mentioned qualities are cared for in ‘defined education’, those who pass out and get employment **will look at their employer as “Visible God”**, who provides them all the necessaries for a good living. They will try to live on doing efficient and most satisfactory performance in the working field to satisfy their employer and be entitled to befitting increments and promotions. **They will not think of living on the muscle power or on the bargaining ability under the banner of ‘Trade Unionism’**. If the lessons are prepared **to inject such positive and right thinking messages**, as done in the stories, conversations and topic writings inside the English Text Book - Volume 1 - the “Easiest English” - of Original Communicative English course, prepared by Mr. Jacob Nettikkadan, **definitely the pass-outs will not hold “poisonous thoughts” against their employers** which creates insecurity and fear among the investors of capital for various industries and commercial fields, as is found in some parts of India and other countries of the world today. The employer, again with proper education, will not be a ‘**social evil**’, a crook or a “**capitalist**” to exploit the labour unreasonably and unjustifiably to make undue profit. **If the industrial, commercial and servicing fields are ensured of this kind of favourable ambience, there will be more and more investors in these fields, ensuring greater productivity and availability of all essential and other necessary items at affordable prices. This will increase the employment opportunities; the question of unemployment will be only in stories, not in reality.**

Over and above this type of education everywhere, if the Government authorities in all countries, under the leadership of the United Nations, also become **sensible to think of lesser restrictions in import and export of general commodities, services and employment, on equitable terms instead of “Heads I win; tails you lose” principle, the world order will become more rational, logical and acceptable to all. People all over the world can have a reassured life of growth and prosperity with a sense of security, peace, harmony and happiness.**

STEPS NEEDED TO REBUILD EDUCATION

The first step to be taken for the reconstruction of the educational field **is to throw the existing syllabi into the dust bin.** The stupid idea of making each syllabus containing everything under the sun, to make the students' life miserable and their parents' and teachers' life full of tension, should be discarded and discontinued forthwith. **Only what can be conveniently conceived and taught or learned in one year's available gross class time should be the total syllabi for a year.** The personnel engaged in making syllabi at present as well as the present book makers for schools (called Government researchers) **should be safely transferred from the educational field to a better enclosure where they cannot destroy the society and the nation.** If they are transferred to the Rajasthan deserts after allotting a few hectares of land and asked to cultivate cereals, fruits and vegetables, their price may come down and these people will become useful in one way instead of **allowing them to kill the human minds inside the human bodies of students.** If you go through the lessons for class X standard CBSC students, prepared by the NCERT, New Delhi under the heading "Communicative English" for the year 2012-13, and compare it with the lessons prepared by Mr. Jacob Nettikkadan in his book "Easy Way To Learn English" in four volumes for his Original Communicative English course, **you will surely ratify this conclusion and demand for its urgent implementation.** At any rate, they should be removed immediately from the present position and authority, which allows them freedom to destroy the future of our further generations.

The new syllabi will have to be made by people **with high Mind Power, life experience and wisdom,** particularly for making them career-oriented. Selecting people on the basis of degrees and high marks to man the educational field, **should be definitely and totally discontinued.** All the tests given to such candidates, should be **to prove their performance ability, willingness to think in a creative manner and work positively as well as to measure their self-confidence to shoulder responsibilities and to face challenges in the field.** Their Mind Power, especially powerful imaginative ability, rational and logical thinking power as well as wise decision making capacity etc. should be given priority over just answering questions learned by heart from some books. There should be no "useless study" for students.

The next step is to prepare the course materials for the students to study. **To give a general idea about every available and possible career to every student, from which they can choose one, some lessons should be introduced on all topics at lower levels of education.** This will help them to assess their own aptitude, talent, capability and affordability to **finally select a career and specialize in it.** After making the study materials, either the writer himself will have to review it looking into it from the angle of a student or make trials of the produced materials on students, **to gauge how they conceive the ideas and accept them for improving themselves.** Then only the materials should be accepted for introduction in the school system, **to ensure that the money spent in the name of education will produce the desired results.**

Equally important is to train the teachers to make them capable of training the pupils to produce the required quality in them to meet their future need (dealt with under a separate heading). They should totally give up the present style of teaching without any accountability, and undertake responsibility to make students understand things taught by them 100% clearly, accurately, completely and convincingly, i.e. without any confusions and doubts. The test should be made covering the full syllabus; not a fraction of the whole thing as at present. We should agree that If we do not adopt the right methods of testing that guarantee the desired results, we cannot expect to produce the required results. Only competent students should be allowed to get degrees or certificates. Our ultimate aim is to bring out pupils with the desired quality and not to increase the number of pass-out students to create an “unemployed army”- a heavy burden or liability for the whole nation.

A practical and feasible proposal is to introduce a totally new system of education like “CBSC”, “ICSC” etc. under the name “Defined Educational System”, begun with totally new blood for a 100% efficient team. As the next step, get teachers trained strictly as prescribed in this write up, and then give affiliation to new units only according to the new system. Then gradually, the Government aid should be withdrawn to existing units. In the long run, all existing units will change into the new system.

PRESENT CONDITION OF EDUCATIONAL FIELD

Mr. Nettikkadan wants to describe the present condition in the field of education through an example given below : “Let us visualize three people in front of us : - **(1)** a three year old child, **(2)** a 13 year old boy and finally **(3)** a 23 year old man. We know that **there is a mind inside every human body, though we may not know how to measure its volume or power.** However, let us assume that **all the three people have the same size and power of mind as that of a three year old child.** We shall understand shortly ‘How this can happen’ and **the correct reasons for the same, as well as accurate solutions for this.** If we evaluate and judge the reactive ability or realistic performance in life of all the referred three people, we can note that **the 23 year old adult may be physically well built, but in thinking, speaking and activities he will be equal to or as poor as a three year old child.** Naturally we will be very unhappy about the thinking, speaking and activities of this person. For easy identification and reference, **let us call the referred 23 year old man “Today’s hero”.** All the educational institutions in general and the Government Educational Boards and all the Universities in our country **should jointly accept and apportion the blame for this most tragic and terribly shameful outcome of our educational field.** Literally, nowadays our society, nation and many parts of the world, is practically filled with such “Today’s heroes”. This is **the gravest problem of our society and humanity today.**

Let us further assume that under our present educational system, **“Today’s heroes” can learn by heart questions and answers and appear for examinations to become graduates, professional postgraduates or even PhD holders, especially if they can spend enough money. Next let us suppose that they pay heavy amounts as bribe and secure the posts of teachers or professors, to get very high monthly salary and later on ever-increasing pension ?** What will be the benefit of students who attend their classes? Disregarding this aspect of the society, **we have people in high positions in the educational field (like UGC) and political rulers to offer them heavy increase of salary and allowances every now and then, without looking into whether there is any benefit for the society in return or not. Again let us suppose that they become politicians in popular political parties and become the ‘Ministers’ of a State or even at the Centre. How will they use the public money in the exchequer ? How will they behave in the Parliament or Assembly ?** What return can the people expect from them for the heavy burden they will cost to the public exchequer ? If such people are designated **‘Director’ of important Research Institutes such as NCERT, SCERT, State Institute of Educational Technology etc.** (built with public funds) or similar position where they get the authority to spend people’s money, how usefully can it be expected to be spent ? **Will they allow a genuinely qualified, competent and creative person to rise under him or around him ? Will these “Today’s heroes” take any initiative to utilize and make benefits out of the inventions or discoveries of private researchers like Jacob Nettiikkadan ? Will they encourage such inventors or their achievements ? Such “Today’s heroes” can only be the enemy of the people, of the nation - much worse than a Chinese or a Pakistani national for the Indian nation, to prevent the use of such people and their inventions/discoveries !! Only a serious and extensive research will reveal ‘How many out of the 2% public servants and bureaucrats (the Government paid employees and the rulers) who have the authority to spend the total income contributed by 100% population through taxes and other revenues as well as loans taken by the Governments, belong to “Today’s heroes” ? !! This is what is to be prevented first, on top priority, to save the nation and its treasure - the Democracy from becoming a “mockery” of it !! Here comes the need to look for a new political philosophy and a fresh definition of democracy or its interpretation !!**

REASONS FOR LOW MIND POWER IN ‘TODAY’S HEROES’

The main reason for this or similar undesirable condition in large number of our youth with high degrees today is that **“Such victims get enough food and other nourishment for their body, but not for their mind”**. According to the lessons called **“Mind & Its Functions”** in the book **“The Importance of Personality Development”**, written by Mr. Jacob Nettiikkadan, **such victims do not do anything themselves to increase, strengthen or function the faculties (or abilities) of their mind. The educational system or other**

elements in the society, such as religion, social customs, political activities etc. also do not make them do such activity through any persuasion, inspiration, compulsion or threat.

According to Mr. Nettikkadan, **'Mind is a being originating from the brain cells and spreading all over the body'**. It has no shape; we cannot see or touch it, but it can travel very fast. Giving an artificial shape to mind, Mr. Nettikkadan describes that there are three faculties or facilities in each mind. (For convenience, let us consider them **'the three organs of mind'**) i.e. (1) **Understanding Power (U.P.)**, (2) **Thinking Power (T.P.)** and (3) **Imaginative Power (I.P.)**. These organs can increase the **Mind Power only if they are made to function objectively i.e. for a purpose**. In other words, these organs **cannot increase the Mind Power automatically, according to the owner's physical age**. Unfortunately, there is no programme in the present education that helps students to activate and use these three organs of mind, so that the Mind Power will increase according to students' physical age or more. (Read the item **"New Book for Free Reading - in 15 pages"** in websites www.jacobnettikkadan.com OR www.xavierinstitute.com OR www.org).

However, **the forth element of mind i.e. 'Emotion'** (which is like a fluid surrounding the three organs of mind and **which grows itself automatically according to the physical age of the owner of mind without any effort from him**) can grow faster **and flood over the three organs of mind**. Once the three organs (i.e. U.P., T.P. and I.P.) are submerged under emotion, these organs will cease to function normally. **As a consequence, the growing, enlarging or strengthening of the Mind Power will come to a halt, thereby giving birth to a new entity called "today's hero"**. From this stage onwards, the owner will have no control over his mind and on his physical activities. He will be totally emotional instead of being intelligent.

When the U.P. fails, the owner of mind will fail to understand anything properly (however nicely expressed or explained) **and acquire knowledge; they will be utterly confused or filled with doubts on everything they hear, read or watch**. **When the T. P. fails, they will not be able to think rationally and logically or make wise conclusions or take right and timely decisions**. Even for most ordinary actions, they will ask for advice, guidance and help. Others will easily exploit them. They will have no courage or self confidence to take up any responsibility or leadership. So, they will tend to be slavish in nature and bow their head before others. When they get little knowledge on any subject or in a language, they will feel totally filled up with knowledge and will like to teach others. **That is one reason why there are hundreds of "Spoken English" teachers in Kochi alone, only to frustrate the hope of their victims and spoil the "Language learning market"**. When their I.P. fails, **they will not be able to imagine appropriately or creatively and produce new ideas or proposals**. Without the correct thinking and proper imaginative support from their own mind, often they will fail to understand many things properly, **especially when the other person is not capable to express things with great communication skill and in a humorous manner**. It is here the ordinary teachers, with poor communication skill, fail in classrooms to make students understand the lessons properly.

When “emotion” floods the mind and submerges the three organs (i.e. U.P., T.P. and I.P.) the owner will depend on “feelings” and “notions” instead of rational and logical thinking. Thus they will fail to be sensible, wise or with the right thinking. Then, hundreds of emotional problems will begin to raise their head in the victim. **This can be summarised as “The victims become unbranded mental patients” for all practical purposes.** Their thinking, talking and activities - all will be **either insensible or immature and below the expectations of others.** Others will always have complaints to make against them. **If they are assigned any duty or responsibility, what can be expected of them is “excuse” and reasons “Why they have not done the assigned job”.** **Most of such people will suffer from and exhibit ‘fear to face people or talk to them’,** especially if others seem superior, **shyness, laziness, nervousness, introversion, inferiority complex, ‘lack of clarity, accuracy and completeness in communication’, etc.** Sometimes, circumstances can make them the opposite as well, especially if they are physically well built : **angry, aggressive, oppressive, anti-social in behaviour and activities, terrorizing including raping (particularly gang-rape), extortion of money in different names etc., proving that they will have no control over their mind or on physical activities.** The book “The Importance of Personality Development” describes hundreds of outcome of such people - which are widely experienced by people in the society today. **People with very low Mind Power can be easily bluffed, cheated or brain-washed through unbelievable or unrealisable promises.** Such people will always be attracted by **wrong, unfounded and confusing philosophy** and will have a tendency to do wrong things, but try to justify them with wrong arguments. **They can rarely be positive in thinking. They will love to be negative in thinking and in leadership. Instead of becoming “heroes”, they will prefer to be ‘villains’.** Once they trust somebody (**usually only the wrong, harmful, crooked, treacherous etc.**) they will blindly believe them, will be loyal to them very ardently as well as obey them faithfully. When they are misused by the wrong people, **they will lament and curse their own fate.** To those who want to help them, save or protect them, **they will be too suspicious and cautious; they will treat them ‘their own enemies’.** **They will have no regard to noble, good, great or famous people; instead they will admire or even adore wrong people; again they will be ready to pay them whatever they possess in a surrendering and slavish style.** They will be ready to kill somebody against offering even small or petty attractions.

These low-powered Minds or feeble minded people will never think of or take any steps for preventing corruption or crimes. They will be very lenient to criminals and think of reducing the punishment always, not knowing the fact **“Only deterrent and terrifying threat of punishment will prevent crimes.”** (Just enquire what is the reason for lesser or nearly ‘nil’ crimes in the Middle East countries ?) May be these people put themselves in the criminal’s position imaginatively. So, they tend to sympathise with them and will plead for lesser or milder punishment. **There may be some people who, after undergoing imprisonment, became rulers of the country.** They are the people who think and propose to make the conditions of jails more

comfortable, and even are ready to convert prisons into “5 star facilities”, so that they themselves or their friends will enjoy the prison life in luxury later on.

SHARE OF BLAME FOR RELIGIONS

Sensible or rationally and logically thinking religious leaders will have to admit that religion imposes “dogmas” into children’s mind without offering convincing reasons or allowing any option for asking questions, claiming it to be an item for “blind faith” or “blind acceptance”. Usually religious authorities demand “blind obedience” from the believers. If they are asked “What benefits are derived by such believers out of such ‘blind beliefs’?”, again the answers may be more un-convincing to many. May be the religious leaders were not aware that ‘This kind of crude blind believing by children destroys the natural growth of rational and logical thinking capacity in a child’. Another danger of such bare “blind beliefs” in the childhood is that later on when they learn ‘science’, they will not be able to accept many scientific facts as truth and make advantages in their life, because the “blind beliefs” may contradict them. Children will always give priority to what fact entered their mind first. Thus, their learning of ‘science’ later will be practically useless in their life. Both the ‘blind beliefs’ and the ‘destruction of rationality and logical sense’ in a child stop the functioning of the faculties of mind. Another aspect of danger is that when the faculties stop functioning normally, the emotion will overflow the functional organs of mind (i.e. U.P., T.P. and I.P.). It has to be understood here that the “today’s heroes” are created here. There is no remedial process or programme in the educational or religious field to rectify this defect or make up the loss later on. So, due to ignorance if the religious leaders have imposed “blind faith” or “blind beliefs” into their believers’ tender minds so far, for the survival of religion (most people’s bread and butter; luxury for some others), they should desist from such a practice hereafter for the well being of their faithful. If they want the growth of religion over and above the well being of their believers only, they should continue to impose such “blind beliefs” or “blind faith” into the tender minds of children. But, they may be warned : “May be this can be a digging of their own graves”. Otherwise, they should wait till children get matured enough to question such things and counter-question their answers.

When children in the age group 3 to 8 years, grow up, they ask lots of questions to elders. At that time, **if elders are giving proper answers in a convincing manner, dutifully and with sufficient patience, children will improve their language and acquire knowledge in life. Along with it, they will also acquire a sense of “rationality” and “logic” naturally. This is**

referred to as “education from parents, or education at home” by some wisemen. But if such questions are suppressed in an aggressive manner, if answers are given in a confusing manner or if answers are totally denied to them, not only their sense of “rationality” and “logic” will fail to grow naturally, but also later on their curiosity will die out; they will not ask such questions later on; they may become introverts. Afterwards, they will never get the knowledge and ability to develop the “rational” and “logical” sense in them, as these items are never taught in any school, college or Universities. Without using qualities like “rationality” and “logic” in their thinking, they cannot create any “wisdom”. It is wisdom that prompts them to do good or right things, take timely and correct decisions, distinguish between good and bad, between right and wrong, between great and poor, between what is needed or otherwise, between virtue and evil etc. and go behind the good aspects of life to lead an exemplary life of success. Wisdom cannot be purchased, borrowed, stolen, or begged; it has to be created by the owner of mind by using rationality and logic in different activities. Each time a person uses rationality and logic in his life, he develops and strengthens his wisdom. Religious leaders cannot and should not claim that they need “Low Mind Power” and the “slavish nature” in their believers in order to conveniently consign or transport them to heaven !!

The wise political authorities in a Secular State like India, should make a law, for the progress of quality in our education and the well being of our citizens that “Religious dogmas should be imparted to the believers only after they attain maturity, say 18 years of age”. This is to encourage growth of wisdom in all religious believers and to have greater ‘religious tolerance and harmony among citizens’. This will further ensure much less clashes between people of different religions or widening the gap between minds of people in different religions. Above all, this will prevent the growth of religious fundamentalism and terrorist activities in our country; slowly other countries will be encouraged to follow suit.

HARD SOLUTION FOR THE PROBLEM

The solution lies in developing the Mind Power of the incumbents at least equal to or more than their physical age. So far, the only known source of the cure is the contents of the lessons on “Mind & Its Functions” in the book “The Importance of Personality Development” written by Mr. Jacob Nettikkadan. But, it is a universally registered item and is the personal intellectual property of the author. The Education Department in each State should make agreement with Mr. Nettikkadan to introduce his book in the educational system and give training to teachers for their teaching this item on a WAR FOOTING. Then the teachers will be able to teach their students “What Mind Power is”; “What the functions of Mind are”; “How to increase the Mind Power”; “how to evaluate the Mind Power”, “What

rationality, logic and wisdom are”; what Common Sense is etc. This knowledge will help students to plan to increase their Mind Power sufficiently and go up to the level of a “Genius”. After that, when they start to learn how to make sentences in English, learn Fluency Techniques or when they learn to think in English **and make practice to become fluent in speaking English**, as per Jacob Nettikkadan Methodology, **their Mind Power will increase to the level of a Genius, because in the practice session, they will have to make all the three faculties of Mind work many hundred times more than that they have done in their whole life so far.** Then these students will be able to learn other subjects and languages more easily and with much better results, and shine in their future life, especially in their career, since their Mind Power will be well developed by that time. **But if the existing Government Researchers are allowed to continue in their present position, they will read the book “The Importance of Personality Development” written by Mr. Jacob Nettikkadan and change the names given in it and present it to the educational field in a totally confusing and defaced manner.** That is because, they may claim “Inventions or discoveries” are their prerogative or birth-right. Then Mr. Nettikkadan **will have to resort to legal actions.**

The personnel in the Educational Department and the Political authorities (the decision makers) have to be sensible to agree on the fact ‘that without the teachers being able to teach students with some perfection or satisfaction, we cannot expect good results from the educational field. With that motive, the teachers should be given training to equip them with the required knowledge, know-how of teaching, the excellence of communication skill and self confidence, and not just to give them B.Ed., or M.Ed. degrees. So, they should insist on the following steps demonstrated by Mr. Jacob Nettikkadan and give appropriate training to the teachers very strictly, to justify payment of their remuneration.

QUALITY AND QUALIFICATIONS OF TEACHERS

‘Right aptitude to teach’ should be considered the first qualification for any teacher. Tests given to candidates for Teachers’ Training should be meant to demonstrate sufficient aptitude for teaching. Otherwise, they cannot be expected to be successful in their mission. **They should be discouraged from looking for teaching job, just because they cannot get any other job.** They should really be trained to teach any subject or language **100% clearly, accurately, completely and convincingly, with high degree of communication skill.** The system of asking questions from Text Books and evaluating the answers found in the books should never be followed. They have to learn to teach first. Then they have to demonstrate that quality through various tests in front of a team of people. For teaching efficiently, the teachers have to equip themselves with high knowledge and expertise on the subject or language they will have to teach. Without their having the proper knowledge, expertise and ability to convey ideas systematically, **they cannot impart the same to students.** Oral and written tests should

be given to them to measure this aspect. **Only people who can actually teach efficiently should be given the Certificate for teaching. Then only the educational field can be saved.** At present teachers' posts are **"sold or auctioned"** by some educational institutions and the Government later on approves the deal **and accepts the buyers of the position as teachers** and pay the Government decided salary as well as **"ever increasing pension" later on. Even mentally challenged people will protest against this unwise, insensible act in the educational field.** You can safely consider all the people involved in this **uncivilised transaction to be belonging to "today's heroes"**. Remember, only properly trained teachers will be able to facilitate students to attend classes with full interest and concentration. That will help the students acquire perfect knowledge which they will be able to use in their future life, especially to build up and maintain a career.

Secondly, the teachers should have the ability to increase the **"Learning Interest"** of the students. In the Original Communicative English, and other topics of his teaching, **Mr. Nettikkadan has incorporated many exciting discoveries of language science and secrets as well as other similarly interesting items.** If teachers are taught to use these in their classes, they can create high 'Learning Interest' in their students. On other subjects, such items have to be explored, found out and introduced.

Every teacher should have great command of the medium of instruction and should be able to use **"high degree of Communication Skill" while teaching.** The secret of success of Mr. Nettikkadan's performance in the class is due to his exceptionally high degree of Communication Skill that guarantees **"no confusions or doubts"** to students. **Lack of Communication Skill and absence of perfect knowledge and command in the subject or the language to be taught, will cause "Confusions and doubts to students" which will kill their learning interest, reading habit, interest to get further knowledge etc. just like people not getting appetite for food when their stomach is filled with gas.**

Mr. Nettikkadan has incorporated **"Science and Personality Development"** in his English teaching system, **and teaches accordingly 'What actually useful research is, how to do it and tries to make everyone of his students a 'Fruitful Researcher' in all spheres of their life, capable of inventing or discovering something new in life.** According to Mr. Nettikkadan, the purpose of research is (1) **"To find out solution for every problem;** (2) **to discover answers for all questions which are not known, or (3) to achieve fulfilment of every ambition. This knowledge about research will help all the students to solve each problem confronted by them in their life through their own research efforts. Similarly, they can arrive at the right answers for every question in front of them in life. Likewise, they can also expect to fulfil every one of their ambitions in life through their own research efforts, leading to inventions and discoveries.** Without the knowledge of research and ability to use it, they can be a

failure at these junctures. Apart from this, **Mr. Nettikkadan teaches “What rationality, logic and wisdom are”**, so that they will produce wisdom in their life to take wise decisions timely and in the correct manner, protect their own interest and look after themselves and their families in a desired way. He also teaches **“What common sense is”**, and a number of similar items which the students need to know in their future life, **under the caption “Leadership and Personality Development”**.

Again, Mr. Nettikkadan takes the trouble of explaining to his students on every little item of learning, **“What is being taught”** and **“Why they have to learn it”** which makes **all students to develop “additional, high learning interest”** and help them attend the classes very attentively, with high interest and concentration. His techniques for getting fluency in English guarantee fast development of Mind Power, because students have to put all the faculties of their mind into use while practising to make new sentences and recite them loudly and repeatedly to get fluency. The sensible solution to the present day problem is to equip all teachers to teach everything described above strictly, by giving them the training from Mr. Nettikkadan (not from somebody). He can train Master Trainers who in turn can train others downward. But we need sensible and wise authorities in the educational field to take that right decision and to implement it effectively.

TRAINING FOR TEACHERS TO TEACH LANGUAGES

Mr. Nettikkadan suggests that every teacher should have the ability, know-how and sufficient training to teach each language in the following six steps to achieve the desired result :

- (a) Teaching how to make each type of expression or sentence in that language by using one each simple, easy and interesting technique/formula (which is as simple, easy and interesting as chewing a chocolate). This alone, when supplied with the fluency techniques, will enable students to make their own sentences in that language, as required, to communicate in it easily, with sufficient comfort and confidence. Otherwise, they have to learn by heart what sentences others produce. But they may succeed in their mother tongue without this also.**
- (b) Making the learners think in that language directly. Without this, they will have to think the basic ideas in their mother tongue and translate into the new language, which cause mistakes, delay and confusion.**
- (c) Making the learners produce their own ideas quickly. Without producing their own ideas, they cannot communicate in any language effectively. Instead, they will have to learn by-heart what ideas other people produce.**
- (d) Teaching fluency Techniques and getting 100% fluency at each level, before reaching overall fluency in that language. Without learning to make new sentences and without reciting them loudly as well as repeatedly and getting fluency at each level, they cannot achieve overall fluency in the language.**

(e) Convincing them about “What is being taught” and “Why they have to learn it”. These two items will enhance students’ learning interest to attend the class and learn everything with great inner urge and concentration as well as get perfect knowledge, which they can use in their future life, free from confusions and doubts, most convincingly. **Otherwise, they will get knowledge without much conviction, only to pass the examinations and get promotions, not to use them practically in future life and become competent or expert people.**

(f) Making them do the required activities to stimulate mental growth (food for their mind) so that their mind develops, strengthens and functions efficiently and effectively. This makes them smart, active, energetic, enthusiastic and confident. Otherwise they become shy, timid, withdrawn, confused and filled with inferiority complex. Mr. J. Nettikkadan uses his own book “The Importance of Personality Development” for this purpose, without which education will be incomplete for students. This book will make students understand the secrets of functions of mind, by using which they can enlarge the volume and Mind Power, to succeed in their future life. **They will be taught what the good human qualities and vices are, with correct definitions, apart from learning good behaviour as well as how to possess excellent attitude. They will also learn what leadership qualities and abilities are as well as how to develop managerial aptitude. All these increase their “employability” and they become a real asset for their employer, who will be happy to pay him high remuneration.**

If the teachers are teaching as mentioned above, they can produce visible results from language teaching. **Otherwise, what was happening hundreds of years back will repeat : ‘ Highly qualified teachers were teaching English language for 19/20 years, but even 0.01% learners among the postgraduates were not able to communicate in English not only in India but in all other non-English speaking countries in the world.’**

If you ask anybody in the existing educational field, particularly from the side of the Government personnel, **they may show full satisfaction and happiness with the present procedures and the net outcome of education (merely looking at degrees and high marks). This is another symptom of “Today’s heroes”.**

Mr. Nettikkadan has offered a **“New Book - for Free Reading”** - in 15 pages in his websites www.jacobnettikkadan.com OR www.org OR www.xavierinstitute.com OR www.org. If all the people read it and understand the contents properly, **partly they will be on the way to “True Education” or Education in which Personality Development has great role to play. If all these are done, there will be great amount of guaranteed “employability” in our youth and there will be no unemployment problem in our country. There will be no fear of terrorism from the youth. People will be able to live more peacefully, happily and harmoniously, as an educated community.**

WHAT IS TO BE DONE BY THE CITIZENS ?

For all these reasons, all the sensible Indian citizens should insist and clamour **for all teachers to get this type of training instead of the existing “B.Ed.” and “M.Ed.”**

degree course, which can be acquired by learning questions and answers by heart, even by “Today’s heroes”. They should also demand that the Government should not spend public money in the name of education without ensuring the above mentioned benefits to the society. They should also treat those in high position or authority (who decide on matters concerning education) ‘anti-people, anti-social or even anti-national’ (actual destroyers of our education) who spends money without proper return or benefit for the nation. The budgeted amount for ‘Free and Compulsory education for children between 6 and 14 years’ by the Government of India at present is Rs.1,70,000/- crores. This does not come from earth, air, water or trees; it is collected from the people as different types of taxes. It cannot be allowed to be wasted !! The people should be aware of the grave danger of the present educational systems, the callous, anti-progress as well as anti-social attitude of the Government Researchers and the degradation or stagnancy-promoting attitude of the Educational (or HRD) authorities prevailing in our country now. Then they should equate it to China declaring a full-fledged military attack on India to capture it and annex it to China to make all the Indians “China’s slaves”. The people of India should not wait till the situation engulfs them into a peril or catastrophe; they should start taking preventive action forthwith.

WHAT SHOULD ‘DEFINED EDUCATION’ GIVE TO INDIA ?

Defined Education should establish and spread sensibility and wisdom in all spheres of the people of India, where it is presently absent . For example, India is proud to announce that it is a ‘secular country’. But there is hardly any Government benefit being disbursed in India other than in the name of ‘cast and religion’; instead, the criteria should be focussed on economic backwardness. Law makers and rulers are too eager to grant extra advantages to ‘minorities’ which are not available for the majority community. At least the intelligentsia realize that this is only aiming at the ‘vote bank’. If what was being granted to the majority community alone, was offered to minority communities as well - to avoid discrimination, it could be considered rational. Let our rulers and the leaders of minority communities, who are worried about “minority disadvantages in India”, check up from Pakistan ‘What additional advantages are granted there for the minority communities’. We have laws enacted in the Parliament against cruelty to women (by men); but we have no laws against cruelty to men (by women). The Government of India has appointed an independent Constitutional Authority called “Election Commission”, who is supposed to prevent people with criminal records from standing for elections. But at present, reports say that more than 200 M.Ps. in Parliament are with criminal records. Should we be ruled by criminals ? Advancement of

science has facilitated **Lie Detection Test** and **Narco Analysis Test** that can identify the culprit with some precision, but here comes the prevention for it - a rule that 'The test can be carried out only with the consent of the concerned person', on the holy belief that 'Every culprit will be too willing and happy to give consent for these tests'. God forbid !! Let there be no rule that "Punishment should be granted only if the culprit willingly and happily agrees to accept and undergo it". The judicial adventurism has banned "Bundh" (a call for forced general strike) to save the public from the high-handed cruelty of a handful of people who depend on unruly activities and muscle-power. But, when such people drifted and resorted to calling "harthals" (for causing the same torture or loss to the public), the judiciary has not taken any preventive step to save the public. (A suggested remedy is available in Jacob Nettikkadan's book "The Importance of Personality Development). Our economic experts say the reason for lower value of Rupee against Dollar is due to shortage of Foreign Exchange on certain occasions, which has resulted in the increase of Petrol price. On the other hand reports say that we have a reserve of more than 290 BILLION Dollars with us. We have permanent Government list of valid voters. But every now and then, when there is some change made in it, the public have the duty to check up whether their name is intact in it or not, as if anybody on streets can make changes in it. Prices of commodities are altered every now and then by manufacturers and sellers, raising the cost of life. We do not see any Government officials or political authorities enquiring into the frequent need and justification for such increase and whether the increase reflects in their profit and payment of tax. There are crimes committed throughout our country to adulterate food grains, medicines, spices etc., many manufactured and branded articles are duplicated by spurious manufacturers to cheat the public; pirated C.Ds are sold illegally by many; ration shops keep stock of very bad food-grains and other items and sell out the good ones which they receive from Civil Supply Section; thefts and robbery attempts are rampant everywhere. **No police takes any interest to prevent all these crimes and book the culprits for punishment. Instead, the police are used to interfere with girls and boys talking to each other or walking together (without any complaint from anybody). The police as well as judicial courts use their time to look for 'Who is not wearing helmet when travelling on two wheelers'; or 'Who is not wearing seat belt in cars' etc.** When the country cannot look after all the hungry people, all the sick people in the country, is it sensible or justifiable to use the police for such things ? Religious activities disturb others through sound pollution and in many other manners. When a girl or woman has sex with a man (whether against payment or only for pleasure), why should police make case and judicial courts try the male involved and often punish him, under the heading "rape" which word has a special meaning in the English dictionary ? **With right education available in our country, everywhere insensibility should be replaced by sensibility and wisdom for the well being of all the citizens.**

Again, 'Defined Education' should transform our country into a "FREE COUNTRY" - **free from corruption and wastage** (in the political field, in the bureaucracy, in the Judiciary, in the business and industrial field, in the army, in the police force, in the social field, in the religious field). **In 1947, we believed we got "freedom from the**

British rule". Only the British have left. Many of their legacies and evils connected to their ruling, have not been eradicated. That has to be done now. In the political field, India had large number of totally devoted and service-minded leaders at the time of independence. The second Prime Minister of India, Late Lal Bahadur Sastri had a bank balance of less than Rs.100/- when he suddenly died in 1966. But today we have M.Ps. or Ministers whose assets are said to be hundreds or thousands of crore rupees. Their ambition is to increase it to a million crores through the service to the people of India. So, the political field needs cleansing, but politicians cannot be expected to do that job satisfactorily by themselves, because majority are too corrupted and the rest are not bold and ruthless enough to bring about the desired change.

The bureaucrats and public servants together may be about 2% of the total population of India - the most expensive, explosive cell that contains the gravest danger of the country now. Because, they eat up the lion's share of the total income of the country earned through tax collection. It means that the contributions made by the 98% of the population is mainly meant to meet the expense of 2% people !! (But, the service rendered by this 2% people against this expense is less than satisfactory, rather deplorable and needing urgent ICU treatment on a war-footing). The balance income and a huge debt, which may claim the sale of the country later on, is spent by this 2% with the concurrence of their political bosses for the welfare of the country, but often the benefit does not reach the desired end. It is eaten up by the people who handle it. They are meant to serve the people of India by making their life more smooth and comfortable. But a large number of them can be called purely "Surplus staff" appointed by senior bureaucrats and political bosses for their own benefit (often by taking large sum of money as bribe). If a strict audit is arranged, this allegation will be revealed as a confirmed fact. When Mr. Jacob Nettikkadan, as the founder CEO of All India Exporters' & Importers' Association, Calcutta (now Kolkata) wrote many letters to the late P.V. Narasimha Rao, the then Prime Minister, explaining how the IAS officers in the Ministries of Commerce and Finance were working against the country's actual interest, he announced that more than 1,000 Under-Secretary level IAS officers were surplus and will be removed soon from these two departments. But within a few days, he had to declare that we need more IAS officers in these two departments. People who are familiar with the style of functioning of IAS officers in the Ministries at New Delhi will be able to tell the actual reason for this contradictory statement by the late Prime Minister. Actually Mr. Nettikkadan wrote to the late P.M. that "India's true enemies are not in China or Pakistan, but are

accommodated inside the Government houses in New Delhi and other places”; and at another time “Idle brain is devil’s workshop”.

There are some noble, sincere and hard-working people among this 2% privileged people. But a large number of the government servants and bureaucrats are anti-people or anti-social, even anti-national in their dealings. **They render service to citizens** (actually doing their duty to deserve the high salary and other benefits) **only if the beneficiaries employ them once again through payment of bribe.** Their regular salary and other benefits are as it is quite a heavy burden for the nation and the people to bear. Over and above it, **what is horrible is the amount of Pension paid to them. Some teachers get much heavier amount of pension than what they used to receive as total salary at the time of retirement.** Even Chinese or Pakistanis who are the deadliest enemies of the people of India **will not be able to allow such unjust and unreasonable payments, but our rulers are doing it.** Now it is for the public to be sensible to try to bring about a better situation.

Mr. Jacob Nettikkadan, as the Principal of Xavier Institute of Management, Calcutta (now Kolkata) who foresaw this great liability which our country could not swallow after a long time, **wrote to the then Finance Minister of India Dr. Manmohan Singh** (who had the freedom to function efficiently under the then Prime Minister late P.V. Narasimha Rao) **on 27th June, 1990** - proposing to introduce a system in which the public servants **will lose first the ‘right to pension’, then ‘gratuity’ and finally ‘the service itself’** if there are complaints against their service from the public. This would have guaranteed **either proper service from the Government employees or liberation from the consequent heavy liability.** If we think sensibly, **why should we give such a heavy salary for the Government servants, when there is so much of unemployment in our country ?** Somebody wrote recently in the Facebook **“We are ready to do the Government service at half the salary given at present”.** When the Government servants strike their work at least, **we can think of this offer and make use of it for the benefit of our country !!**

Judiciary in India is not free from the blame of “corruption”. The great Roman Emperor Caesar proved his high sense of justice by demanding :**“Caesar’s wife should be above suspicion”.** But the judicial population in India is trying to build a position for themselves above the Indian constitution, so that people would not dare to speak about them or at least criticize them.

The Police department is said to have made a “criminals’ list” among the top brass IPS officers, but no action has yet been taken against them. If the people responsible to maintain law and order are themselves to be branded “criminals”, how can a country be in order ?

NEW INTERPRETATION OF DEFINITION ON DEMOCRACY

Democracy is the final system that the great political philosopher Plato envisaged as the best system of Government, which was defined by the renowned American President Abraham Lincoln “as the Government of the people, for the people and by the people”. But now by practice, it has got corrupted beyond recognition, to become : “Off the people, far away from the people and buy the people”.

The system prescribes the ruling to be implemented through the elected people’s representatives and appointed bureaucrats as well as Government servants. The failure of this 2% privileged people to honestly discharge their duties, responsibilities with accountability and a sense of devotion, is the main cause of the present condition. So, a renewed thinking on the functioning of democracy is urgently needed.

During the last 65 years, though the Judiciary is not meant to make laws as per the Indian Constitution, many times the Judiciary has taken the liberty to make laws for the betterment of the conditions of people, as it was found necessary. Many times when the Executive wing could not decide matters themselves, they have approached the Judiciary to decide such matters. Likewise, when the entire machinery of Democracy fails to deliver goods, a new interpretation of Democracy is essentially needed, as :

When the elected representatives or the appointed personnel fail to fulfil their duties and when the people have to suffer the bad consequences, people themselves have to interfere and settle the matter as they deem fit, on the principle : “Under Democracy, people are the supreme authority, the ultimate rulers”. A Government under Democracy should not guarantee security or protection to those who fail in their duties, violate laws or indulge in anti-people, anti-social or anti-national activities. They should be left behind at the mercy of others.

Police and Judiciary should interfere on such occasions only if the situation is not genuine or is artificially created by unruly elements. Soon the situations in our country will dramatically turn for good. Wrong people will be forced to correct themselves and behave more properly. Wrong thinking and bad actions at all levels of people in India will be forced to be replaced by right thinking and good actions; the aim of democracy will ultimately be fulfilled !!.

JACOB NETTIKATT (NETTIKADAN).